

Childminder Report

Inspection date

14 March 2017

Previous inspection date

17 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is an experienced practitioner and the quality of her teaching is good. She has firm knowledge of how children learn through high-quality interactions and planned experiences. She uses her skills well overall, to support children to make good progress.
- Children settle in very well owing to the effective procedures in place and the good partnership working with parents. The childminder makes home visits ahead of the children starting, allowing her to gain valuable information from parents about children's care and development needs. She then uses this information to inform her early assessments.
- Children quickly develop secure attachments with the childminder, promoting their emotional well-being and confidence to explore. They develop a strong exploratory impulse from a young age and are supported well to follow their own ideas.
- Children enjoy a wealth of opportunities to learn safe behaviours through real-life experiences and risk-taking activities. They talk about potential dangers they must look out for when visiting the childminder's on-site farm and discuss ways to stay safe.

It is not yet outstanding because:

- At times, the childminder does not maximise opportunities to help further promote children's emerging speaking skills.
- Self-evaluation is not highly effective in supporting the childminder to build upon her already strong practice and help identify areas she can raise the quality of practice to the next level.
- There is capacity to obtain even more detailed information about children's learning from other settings that they attend to extend continuous support even further.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- focus more precisely on supporting children's speaking skills and help them to make the best possible progress in this aspect of their learning
- use self-evaluation more effectively to help build upon strong practice and identify priorities for improvement to raise the quality of practice to exceptional levels
- explore ways to build further links with other settings children attend to provide further continuity in children's learning.

Inspection activities

- The inspector observed teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed children's records, planning documentation and a range of other documentation, including policies, procedures and self-evaluation tools.
- The inspector took account of the views of parents spoken to during the inspection and letter left for the inspector.
- The inspector carried out a joint observation with the childminder and took account of her evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is clear about her role in safeguarding children and has a firm understanding of all child protection matters. She has attended training and got a detailed safeguarding policy which further underpins her good practice. The environment is safe and secure and subject to regular risk assessment. The childminder monitors children's progress regularly. This helps her to identify any emerging gaps in children's development and provide additional support where necessary. The childminder works well with parents. There is a good two-way flow of communication and information, supporting children's needs well.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's learning based on regular observations of children's play. She uses this information well to help inform children's next steps in learning. These are well planned for through effective interactions and planned activities and experiences. The childminder supports children's learning well and joins in sensitively with their play ideas. They enjoy farm and animal puzzle activities. The childminder encourages the younger children to try and fit the pieces in, showing her high expectations of them. She maximises learning well, making the animal noises and helping children draw upon their experiences from home. For example, she asks what colour their tractors are at home and other questions about their home life. Children enjoy baking activities and use their small-muscle movements and hand-to-eye coordination to pick up the small decorative items and carefully place them on their cakes.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time with the childminder. They eagerly explore the range of resources available which is carefully presented and stored well to enable children to self-select independently. Children demonstrate positive behaviour and show they feel safe. They are confident and new and social situations, enjoying new visitors to the childminder's home and inviting them to join in with their play. They use excellent manners and show good listening skills. The childminder uses positive reinforcement and provides lots of praise for children's achievements. The childminder is responsive to children's needs and supports their health, welfare and physical well-being. She promotes children's good health, providing plenty of opportunities for children to be outdoors and to practise good hygiene routines.

Outcomes for children are good

All children make good progress, and better than good in some areas. They enjoy learning and show an eagerness to participate. Children are confident to explore the environment, follow their ideas and lead their own play. Children show an interest in books and develop favourite stories from a young age. They handle books with care and develop good emerging literacy skills. Children demonstrate good mathematical thinking. They complete shape-sorting puzzles and use good problem-solving skills. Children develop skills that prepare them well for their next stage in learning, including starting school.

Setting details

Unique reference number	317298
Local authority	Cumbria
Inspection number	1064067
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	17 May 2013
Telephone number	

The childminder was registered in 1998 and lives in Hethersgill, Cumbria. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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